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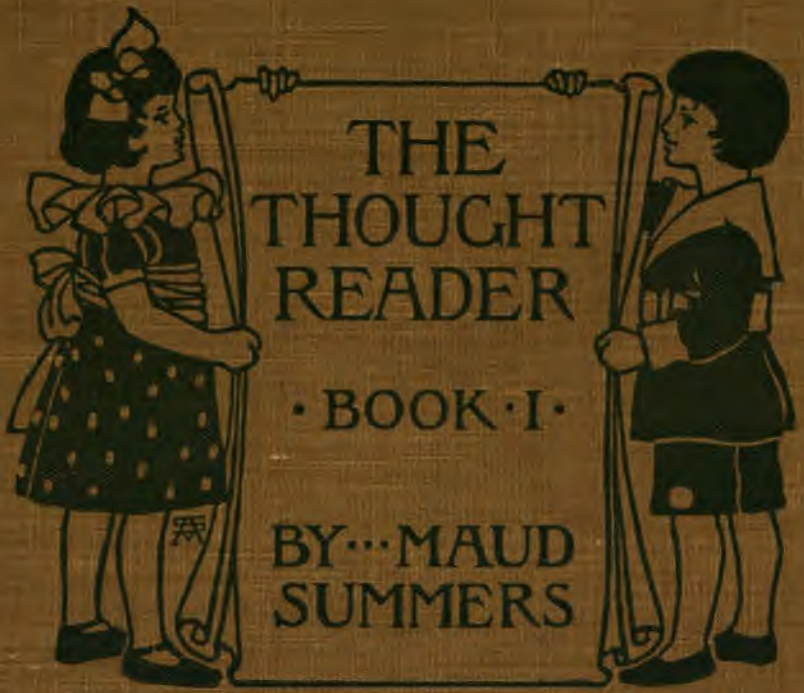

THE THOUGHT READER

· BOOK · I ·

BY ··· MAUD SUMMERS

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THE THOUGHT READER

BOOK I

BY

MAUD SUMMERS
PRINCIPAL, GOETHE SCHOOL, CHICAGO, ILLINOIS

"Reading is thinking"

BOSTON, U.S.A., AND LONDON
GINN & COMPANY, PUBLISHERS
The Athenæum Press
1900

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PREFACE

THE THOUGHT READER is written from the standpoint of images, not words. It recognizes the thought as the reality and the sentence as its outward expression. If the mind of the child is centered upon the thought, he will learn the written word as unconsciously as he learns the spoken word. The material for thought is developed along three lines — action sentences, games and stories.

There is a difference between learning to read and reading to learn. The child learns to read by associating thoughts already acquired with the written form. Therefore, the early reading matter should repeat the most familiar experiences of childhood, since the purpose is not to gain knowledge, but to acquire a new art. In this book the aim has been to suggest clear images by means of pictures, music, poetry, games and stories. The method is explained in "Suggestions to Teachers."

The relation of muscular movement to thought is now generally recognized. Mr. W. W. Speer, of Chicago, first utilized this fundamental principle of activity in the process of learning to read, and emphasized the importance

of a continuity of thought in the early lessons. Credit is due him for permission to use the action sentences which appear in the first ten pages.

Suggestions for this little book have come from many sources, but especial acknowledgment is due Miss Harriette Johnson, of Chicago, and Miss Isabelle Jackson, of Evanston, Ill., for valuable assistance.

The author is grateful to the publishers and composers for permission to use the songs which appear.

MAUD SUMMERS.

SUGGESTIONS TO TEACHERS

Purpose. — Reading is thinking in response to written or printed words. A word has a twofold aspect — external and internal. The external is the spoken or written form; the internal is the thought or meaning. The purpose of a primary reading lesson is to establish a permanent association between these written or printed forms and the thoughts which accompany them. In conversation, thought is produced in response to spoken words, and a new word is learned by associating the sound with its meaning. These processes are coördinate. Both are thinking in response to stimuli produced by conventional forms. Listening might be called reading with the ears, while reading might be said to be hearing with the eyes. The analogy between the written and the spoken word is complete, the only difference being in the sense used.

Fundamental Principles. — In teaching reading, three things should be kept in mind. First, that self-activity is the law of mind, and hence of its growth. Second, from the whole to the part is the mind's order. The mind first grasps vague wholes, which are particularized by the process of analysis. The sentence should come before the word, the word before the letter, the letter before the analysis of sounds. Third, that the image-forming powers in reading as elsewhere must be developed. There is no more important school exercise than that which gives the child the power to bring into consciousness images of objects that are not present to the senses.

In reading, the thought is the reality. The sentence, whether composed of one or several words, is the outward form of this reality. The process of learning to read consists in associating the thought with this outward form. Only such thoughts as lie within the child's previous range of experience should be presented to him in the first reading lessons. Otherwise he will be forced to do two things at once — acquire a new thought and associate it with a new conventional form. Eventually the sentence must suggest the thought, for reading is the art of interpreting the printed page into mental pictures. Since reading is thinking, good reading depends upon clear thinking.

Action Sentences. — A child's life is largely made up of action, and his birthright is free motor activity. This fact, with the evolution of language, explains why *action sentences* should be used in the process of learning to read.

Games. — It is believed that games furnish a better field for the development of child nature than any other exercise ever employed in a school course. By means of them the power to think quickly, to judge, to act, as well as to learn politeness and self-restraint, can be unconsciously acquired. In play, the motor and constructive activities are called into being. One purpose of some of the games used is sense and motor training. The tendency of children to impersonate the life about them is sufficient reason for adding another element to several of the games — that of dramatic expression. Since these dramatic games so thoroughly engross the child's attention, they furnish excellent material for reading lessons. Rhythmic movement to music is also a valuable feature of the play period. Therefore, songs giving suggestive ideas for dramatic games have been introduced. In learning the song, the child is uncon-

sciously memorizing a poem, so an effort has been made to secure, not only good music, but good poetry. The Mother Goose Melodies also satisfy the instinctive delight which all children find in rhythm. The introduction of these, therefore, is in accordance with a definite purpose to lead to an appreciation of the rhythm of poetry.

Stories. — The reading matter chosen should be full of action — the action of real life. In writing the stories for this book, the aim has been to make use of thoughts and emotions which the child has lived, and those which are intimately related to his experience. The cause of the child's desire for narration, instead of description or reflection, is the universal tendency of childhood to find interest in action.

Method. — 1. ACTION SENTENCES. — When the child enters school, he has established the association between the *spoken* form and the meaning of several hundred words. Therefore, in order that it may be certain that he is familiar with the thought which the *action sentences* express, the child should first hear these spoken and then express their meaning in action. When he has a clear image of the action sentences, he should associate the written form with these images, that afterward they may be read as easily as they are understood when spoken.

In giving a sentence for the first time, advantage should be taken of the child's natural impulse to imitate. Imitation, through doing, to knowing, is the order in which the faculties act. If the word *Run* is selected, it should be written with a capital and period to indicate a complete thought. The teacher should first write the word, then perform the action, letting the child discover the meaning from the action. The same word is written elsewhere on the board in larger or

smaller handwriting, each time the teacher expressing in action the written thought. This is repeated at intervals through the day until some member of the class associates the written form with the action, and so takes the first step in the comprehension of a new language — the written or printed page. The teacher writes upon the blackboard in a large, clear hand, *Wave the Flag;* the child selected to perform the act runs lightly across the room and waves a flag. *Blow the Whistle*, *Clap your Hands*, and similar sentences should be written, the action in each case being performed without the teacher or pupil saying a word. Sentences bearing a close resemblance to each other should be written to make the association between the thought and the form accurate and permanent. To illustrate: *Run around the room*, *Skip around the room.* In the early work with the disconnected sentences, the child should first perform the act, then later read the sentences orally to assure the teacher that the correspondence between thought and form is exact. As the child grows in power, he should be encouraged to image two or three sentences at a time and then express them in action in rapid succession, without looking at the blackboard a second time.

2. GAMES. — When the children easily perform the action sentences, let them play a game, in order that they may image it clearly before trying to talk or read about it. Seesaw, rope tag, the various ring games, etc., may be played in the limited space of a schoolroom. If the game is adapted to the experience of the children, the interest will be so intense that the impulse of every child will be to talk freely about it. From the many sentences given, the teacher should select two or three of the simpler ones to write upon the blackboard. Suppose the children have played the bean-bag game, and given

sentences like those on page 35, which the teacher has written upon the board.

1. We had a bean-bag race.
2. We stood by our seats.
3. One row played against the other.
4. We passed the bean-bags.
5. Our row won the race.

The children should read silently, form an image of the game, then turn away from the board and tell as much of it as they can. In the connected sentences the exact language should not be required, since this would focus the attention upon the words instead of the thought. The whole energy of both teacher and class should be directed toward one end — imaging strongly and expressing the same. After the reproduction of the whole, an exercise like the following should be given to make the correspondence between the thought and form exact and permanent. Point to two sentences, as 1 and 5, 2 and 4, etc.; children read and tell as above described. Point to three, as 4, 3, 5; 2, 4, 5; children read and express. Erase any two sentences; children tell the thought in the ones erased. Erase remaining ones; children tell as before. Teacher rewrite two or more sentences at a time, changing order, as 2 and 5; 1 and 4, until the story is complete; children each time reading silently and giving thought. This will serve as an illustration for teaching the games and simpler stories.

3. Stories. — One or more preparatory lessons on the blackboard should precede every story in the book. The purpose is to have the child image the story vividly before trying to make the association with the printed page. Whenever possible, let the child come in contact with the reality. Before reading the

story of "Blowing Soap Bubbles," for instance, let the children blow soap bubbles. Illustrations have been prepared for each story to suggest the thought of the reality. The children should observe, form vivid images and express them, the teacher writing on the board such of the sentences given as will best reveal the thought of the children. They should silently read these, then turn away from the board and tell what they have read. The mental picture will be clearer, and also a knowledge of form be cultivated, if the child is encouraged to draw, cut or make that which the story suggests. When a clear image has been formed, and the new words developed, the story in the book should be read. If the children have clear images, voice and speech, the agents of expression, will be natural. Whenever a story is connected with a song and game, the order of presentation should be: first, the reality, or a picture; second, song; third, game; fourth, reading of the story.

Transition from Script to Print. — No difficulty is experienced in making the transition from script to print, unless the print is forced too early upon the child. It is imperative that much time be spent in preparatory exercises upon the blackboard, as suggested above, before placing the reader in the hands of the child. The habit of forming clear images and quickly associating script or print with them will have become established and greater progress be made than if the reader is begun too early. The action sentences and games given are but suggestive of many others of a similar nature which the teacher should use in blackboard exercises preceding the use of the book. Experience has proved that the average class can easily take one new sentence at a lesson. This should be reviewed at the next lesson and a new one added, etc.; repetition through

variety will afford opportunity for growth. It will be observed that the pages and lessons are not identical in *The Thought Reader*. Page 3 contains two lessons, each having three images. Page 5 has three lessons, with but one new image in each lesson. Classes vary in power. If advisable, two or more lessons may be combined into one. Each game is a single lesson. They are written from the standpoint of a child who has played them and is describing the process. The vast part the imagination plays in reading has been almost unheeded in the past. The story of "The Clock" will prove suggestive for observation exercises. That which the child hears in the story hour, makes in the time devoted to construction work, observes in the nature lesson or plays in the recreation period should be utilized for the reading lesson. Endeavor to have the child observe, image and express.

Silent Reading. — When the child is ready for the book, he should read in silence the whole lesson, then close the book to show that he is prepared to give the thought. When the books are laid aside, the teacher requests a pupil to stand and give without interruption in his own language the substance of what he has read. Emphasis is thus placed upon the thought rather than the form. Oral reading should follow, never precede, silent reading, for it is a more difficult process, requiring a double effort on the part of the child; he must first interpret the printed page into images, as in silent reading, and then express them in spoken language. Ability to read orally is an accomplishment to be desired, but not a necessity, as is the power to read silently. Reading means to many children merely word-calling. They image only words, and there is no room for the thoughts and emotions for which words are the signs. In the home, when a child comes in contact with

a new object, he is told the name simply and naturally. Likewise in reading, when he cannot get a new word from the context, it should be told him.

Spelling. — When the children show a disposition to analyze the sentences written upon the blackboard, and discover for themselves that they are composed of words, they are ready for a visualizing, or spelling lesson. The teacher should write one of the easy action sentences on the board. The children should observe and image it, then write it either upon the board or upon paper. Listening and talking are correlative. The word is understood as a whole and is pronounced as such. Reading and writing correlate, for here the imitative activity leads to the production of the written word. Spelling, therefore, should be learned through the eye, not the ear, and should be developed simultaneously with writing.

Summary. — The unit of thinking is a whole thought. A sentence is the expression of this unit of thought. Reading is thinking; learning to read is the process of associating the thought and the form so that the word will suggest the thought and the thought the word. Throughout *The Thought Reader* the self-activity of the child is recognized as the law of growth. An effort has been made to cultivate the imaging power, which is the basis of clear thinking. That which spontaneously holds the child's attention will be the line of least resistance; therefore his play interest has been correlated with the school work.

THE THOUGHT READER

BOOK I

Run. **Run.**

Run.

Run.

Hop.

Hop.

Run.

Jump.

Hop.

Hop.

Skip.

Jump.

Run.

Jump.

Sing.

Hop.

March.

Skip.

Bow.

Sing.

March.

Sing.

Hop to me.

Jump.

Bow.

March.

Hop, skip and jump.

Sing.

Bow.

Run around the room.

March.

Run around the room.

Wave the flag.

Ring the bell.

Wave the flag.

Hop to me.

Blow the whistle.

Run around the room.

Skip around the room.

Hop, skip and jump.

Clap your hands.

Blow the whistle.

Clap your hands.

Close your eyes.

Ring the bell.

Skip around the room.

Wave the flag.

Sit on a chair.

Ring the bell.

Point to the north.

Close your eyes.

Sit on a chair.

Clap your hands.

Spin the plate.

Sit on a chair.

Draw a line.

Point to the north.

Skip around the room.

Toss the bean-bag.

Spin the plate.

Point to the north.

Throw the ball.

Catch the ball.

Spin the top.

Spin the plate.

March like soldiers.

Spin the top.

Form a circle.

Throw the ball.

Form a circle.

Stand in the center, May.

Catch the ball.

Touch something red.

March like soldiers.

Touch something green.

Form a circle.

Stand in the center, May.

Toss the bean-bag.

Draw a line.

Put on a soldier cap.

March like soldiers.

Hold the doll.

Touch something red.

Touch something yellow.

Look out of the window.

Hold the doll.

Put on a soldier cap.

Close your eyes.

Blow the whistle.

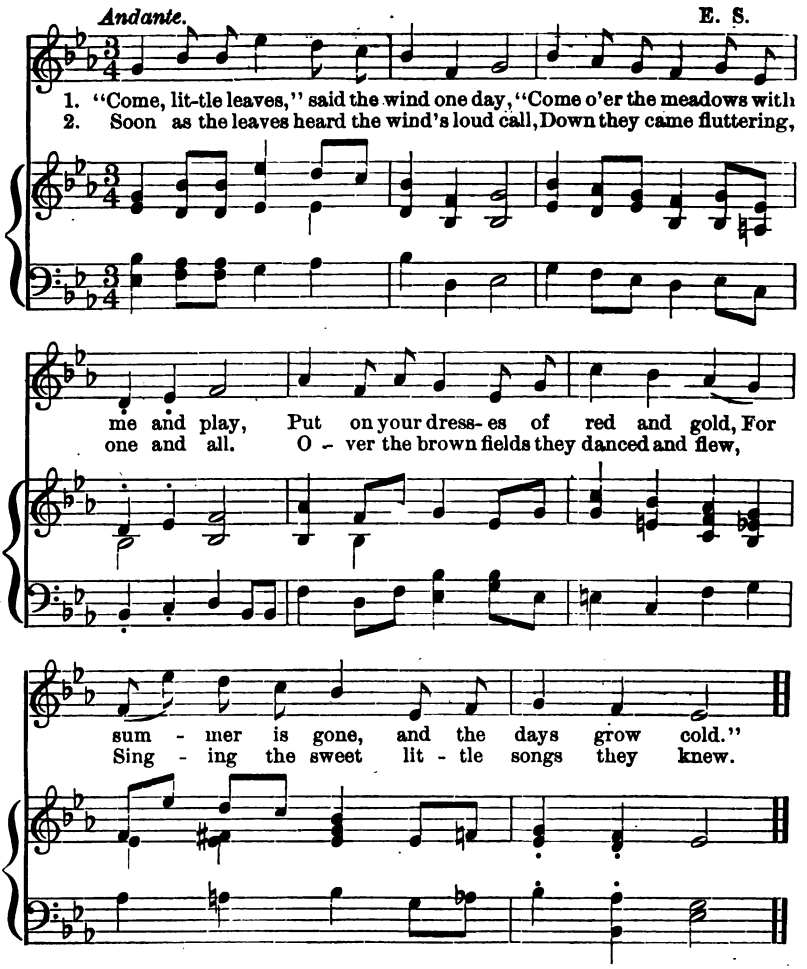
Point to the north.

We closed our eyes.
Fred blew a whistle.
We pointed to it.

We closed our eyes.
May said, "Good morning, Fred."
Fred said, "Good morning, May."

We closed our eyes.
Fred sang for us.
I told who sang.

COME, LITTLE LEAVES



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AUTUMN GAME

We played we were leaves.
We ran around
the room.
The children sang
for us.

AUTUMN LEAVES

We saw some pretty autumn leaves.
They were red, green and yellow.
The wind was blowing them around.

THE SINGING TOP

Fred has a new top.

It is red and blue.

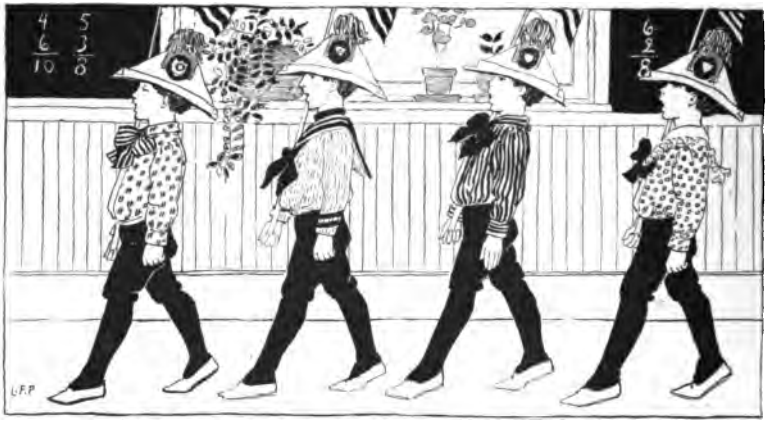
It sings when it spins around.

SPIN THE PLATE

Fred spun the plate.

He called May.

She caught it.



SOLDIER BOYS

Fred was the captain.
He gave each soldier a flag.
They marched and sang.

SOLDIER CAPS

We made some paper soldier caps.
They were red, white and blue.
We played we were soldiers.

STOOP TAG

We stooped down.
Fred touched May.
She was "it."

PAPER CHAINS

We made some paper chains.
They were red, white and blue.
We hung them on the wall.

THE PARK

May, Fred and I went to the park.

We saw some monkeys in a cage.

We played tag on the grass.

RING TOSS

We formed a circle.

The pole was in the center.

All my rings went on the pole.

The children clapped their hands.

ROPE TAG

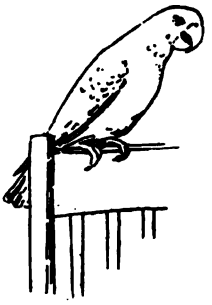
Fred tied the ends of the rope.

We took hold of it.

Harry stood in the center of the circle.

He touched May's hands.

She was "it."



POLLY

Polly does not like
her cage.
She sits on the back of a chair.
She calls out, "Hello, Polly!"

SEESAW

Fred sat on one end of the board.
I sat on the other end.
We went up and down.
The children sang for us.

THE HAND ORGAN

We saw a hand organ this morning.
A monkey was sitting on the top of it.
He held out a little red cap.
We put some pennies into it.

TUG OF WAR

We played tug of war.
Three girls pulled at one end
of the rope.
Fred and I pulled at the other end.
The girls won.

THE KITE

Harry made a yellow kite.
It flew over the tree-tops.
The line broke and the
kite flew away.

TARGET

May drew a target on the blackboard.
The colors were red, green and yellow.
Fred threw his ball at the target.
It hit the yellow center.

BOATS

See the leaves on the water!
Let us play they are boats.
Look! My boats are sailing away.

A NEST

May saw two little birds making a nest. She put some feathers on the grass. The birds carried them to the nest.

FEATHER GAME

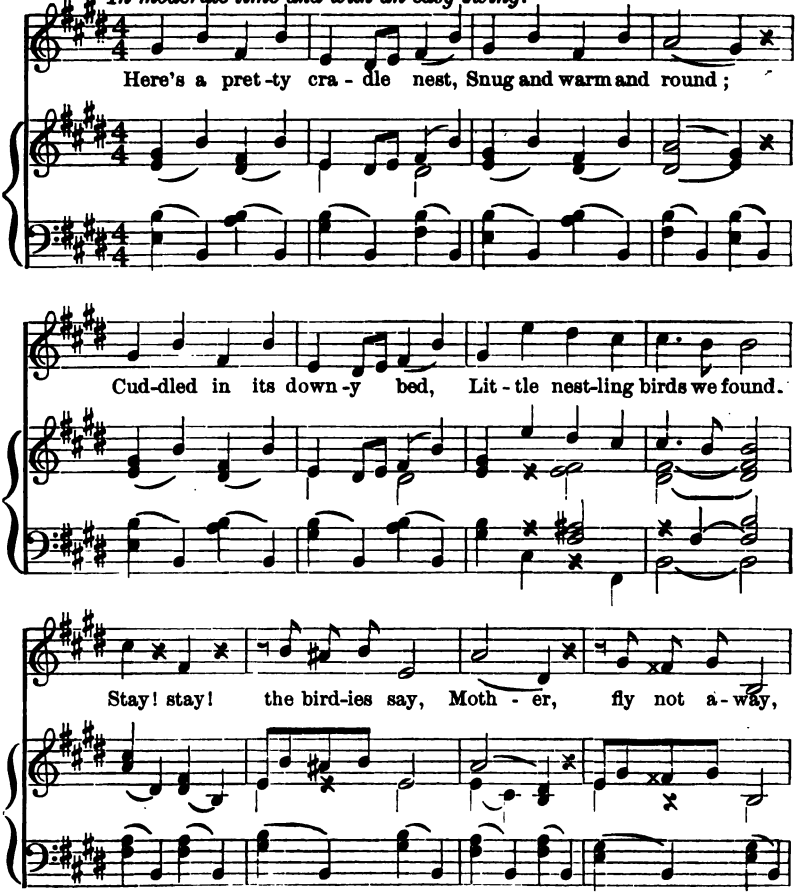
We formed a circle.

Fred stood in the center.
He blew a feather.
We blew it back to him.
It fell on the floor.
Fred bowed to May.
She stood in the center and blew the feather.

THE BIRD'S NEST

EMILY HUNTINGTON MILLER. W. W. GILCHRIST.

In moderate time and with an easy swing.



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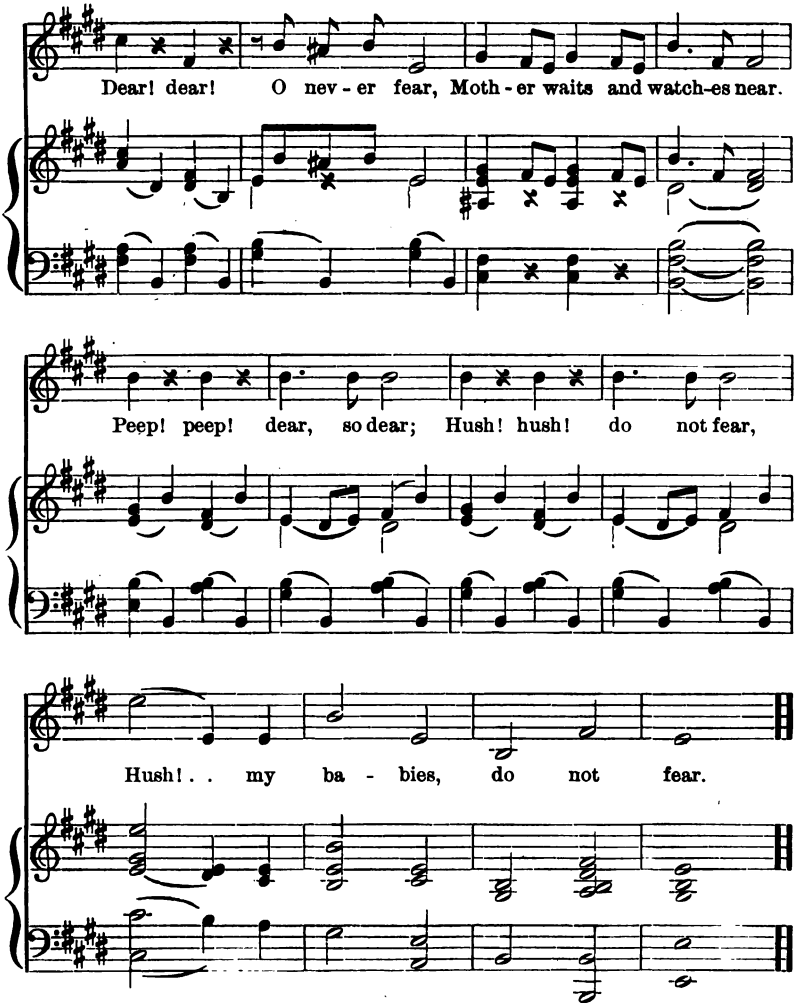
THE BIRD'S NEST (Continued)



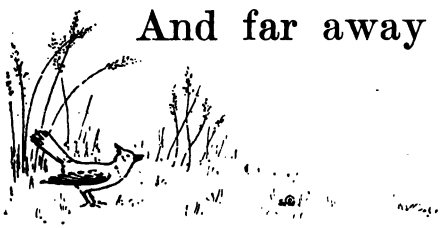
BIRDS' NEST GAME

Ruth was the mother bird.
I was the father bird.
Three baby birds were in the nest.
The mother bird took care of them.
The father bird fed them.
They taught the baby birds to fly.

THE BIRD

A little bird fell out of the nest.
Fred found it in the grass.
He put it back in the nest.

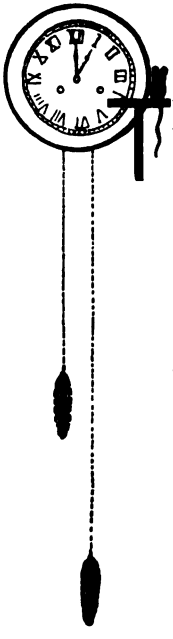
"Once I saw a little bird
Come hop, hop, hop;
So I cried, 'Little bird,
Will you stop, stop, stop?'
And was going to the window
To say, 'How do you do?'
But he shook his little tail,
And far away he flew."



THE KITTEN

Look at the kitten under the tree!
The wind is blowing
the autumn leaves.
The kitten thinks they are
little birds.
She is trying to catch them.

"Little Robin Redbreast
Sat upon a tree,
Up went Pussy Cat,
Down went he.
Down went Pussy Cat,
Away Robin ran,
Said little Robin Redbreast,
'Catch me if you can.'"



THE CLOCK

The clock hangs on the wall.
It has two hands.
They turn round.
Hear the clock tick.
We tell time by it.

"Hickory-dickory-dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory-dickory-dock."

A RACE FOR SEATS

Our row had a race for seats.
One boy from the next row played with us.
We marched around our seats.
May rang the bell.
We all ran for seats.
Fred was left out.

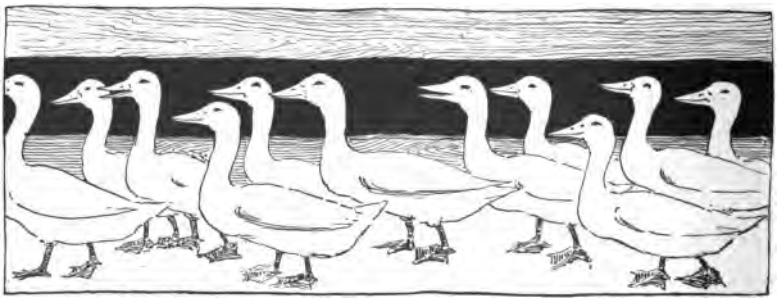
THE PET DUCKS

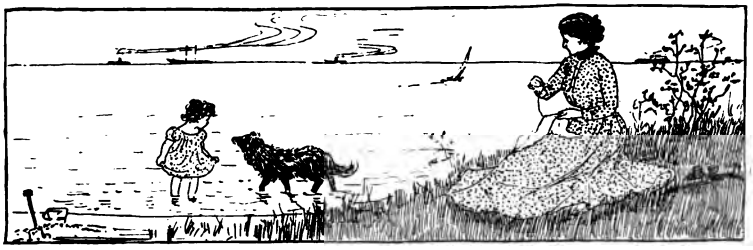
May lives near the water.

She has sóme pet ducks.

When she calls they come to her.

They eat out of her hand.



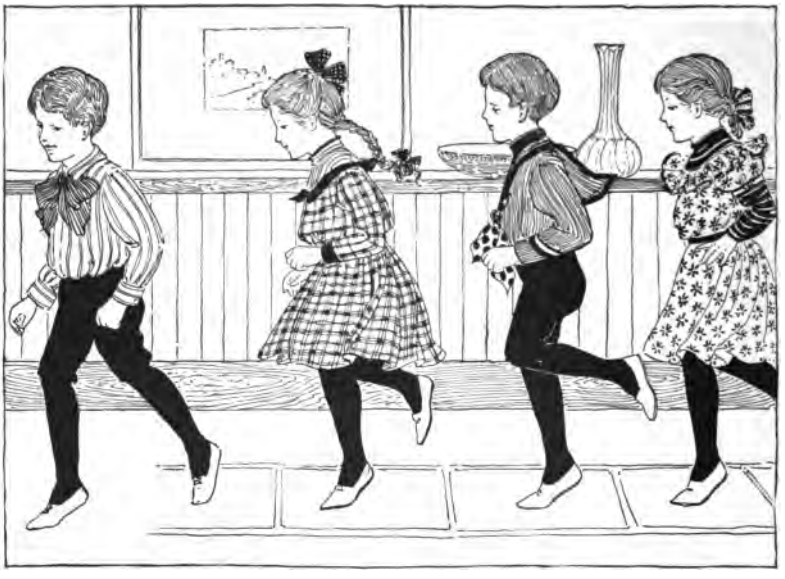


BABY AND MAJOR

Baby is wading in the water.
Major is taking care of her.
Mother knows he will not let her fall.

BEAN-BAG GAME

We had a bean-bag race.
We stood by our seats.
One row played against the other.
We passed the bean-bags.
Our row won the race.



LADDER

We drew a ladder on the floor.
The first row of children hopped
over the rounds.
The next row skipped over.
The next row jumped over.
They all ran to their seats.

MOTHER AND BABY AT PLAY

Peek-a-boo! Where 's baby? Here she is.
Show mother your eyes.
Show me your ears.
Point to your nose.
How big is baby?
Baby 's *so* big.

"Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake just as fast as you can.
Roll it and pat it and mark it with *B*,
Bake it and brown it for baby and me."

FEEDING THE DOVES

Baby likes to feed the doves.
She puts the corn in her lap.
The doves fly down to her.
They sit in her lap and eat the corn.

BLOWING SOAP BUBBLES

Mother put a bowl of soapsuds
on the floor.
She and the baby sat down beside it.
Mother blew bubbles out of the pipe.
Baby tried to catch them.

BLOWING MILKWEED SEEDS

Baby and Dinah were under a tree.
The milkweed seeds were flying around.
Dinah caught one and blew it to baby.
Baby tried to blow it back.
They played with the milkweed seeds
all the morning.

PLAYING HORSE

Robert has two little dogs.
He drives them in his wagon.
One little dog turns around.
He does not like to play horse.

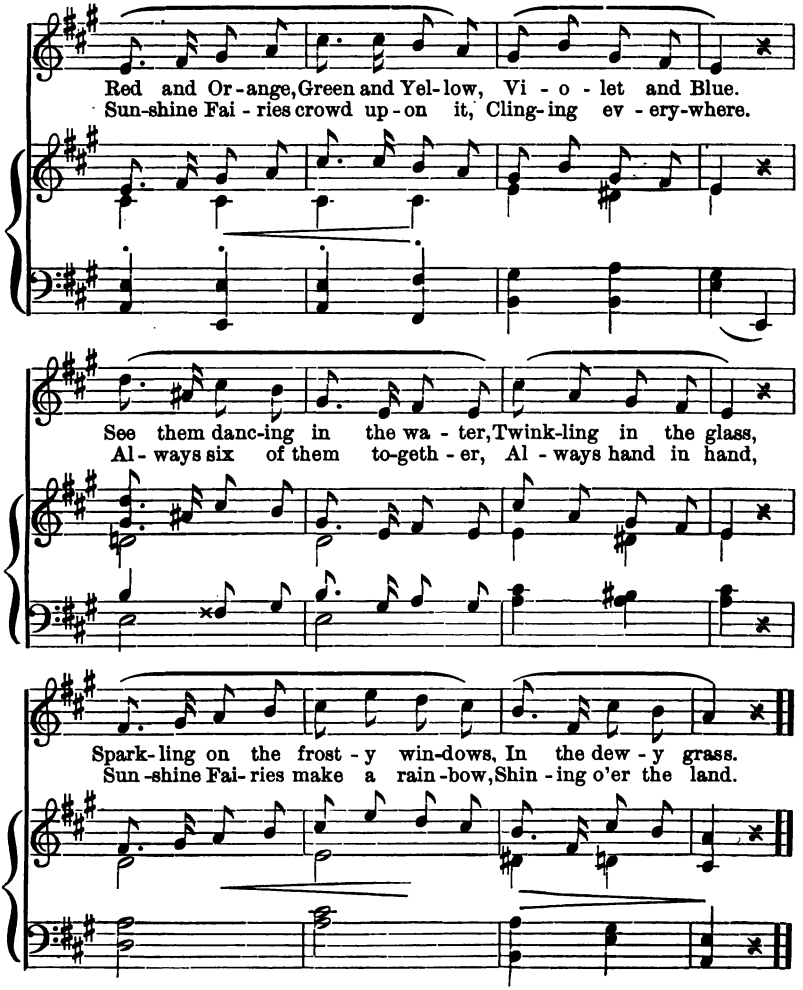
THE SUNSHINE FAIRIES

CARL C. RODEN. MRS. CROSBY ADAMS.

Brightly.

1. Have you seen the Sun - shine Fairies Peep - ing out at you ?
2. Blow a soap and wa - ter bub-ble, Toss it in the air,

THE SUNSHINE FAIRIES (Continued)



COLOR GAME

The sunshine fairies stood in two rows.
Their names were Violet, Blue, Green,
Yellow, Orange and Red.
Each fairy put on a color-cap.
The two Violet fairies were captains.

They joined hands, and skipped down the center.

One marched to the right, the other to the left.

All the fairies followed.

When they met they joined hands.

They skipped down the center again.

They bowed to each other and stood at the end of the row.

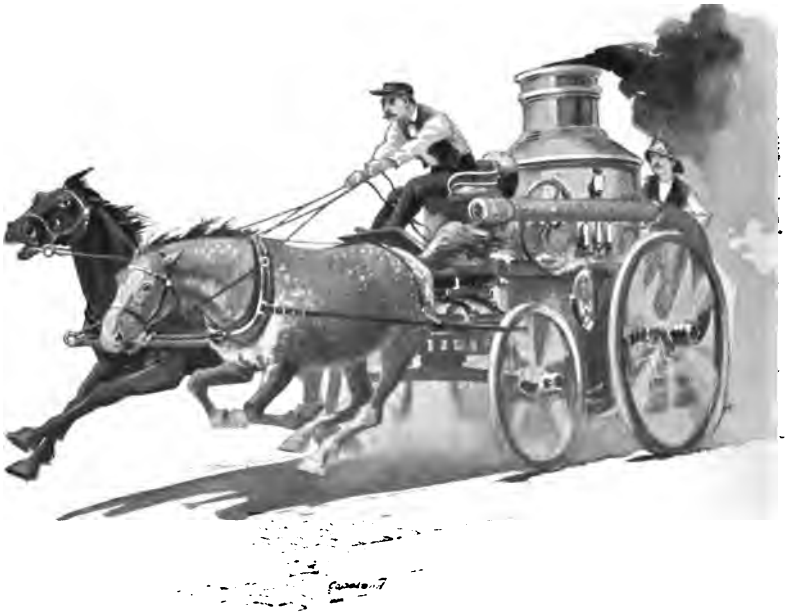
Then the two Blue fairies were captains.

THE SUNSHINE

Mother was holding a piece of glass.
The sun was shining through it.
"See the fairies!" said mother.
"Their names are Violet, Blue, Green,
Yellow, Orange and Red."

RAY, POLLY AND MAJOR

Ray likes to ride his wheel.
Polly likes to ride, too.
She calls out, "Hello, Polly! Hello!"
Major runs beside the wheel.
He takes care of Ray and Polly.



THE FIRE

Listen! I hear a bell ringing.
A fire engine is coming.
Look! That large house is on fire.
See the firemen climbing the ladder.
They are putting water on the house.

THE HAYSTACK

"One, two, three!"
Down went Harry.
"Now it 's my turn."
Away went Robert.
They ran around
the haystack and
climbed the ladder.
Then down they went again.
What fun it was!

"Little Boy Blue! come blow your horn,
The sheep 's in the meadow,
The cow 's in the corn.
Where 's the little boy
Who looks after the sheep?
He 's under the haystack, fast asleep."

DUKE

Baby liked to help father drive the horse.

He would shake the lines and say, "Get up, Duke!"

One day he went into the barn.

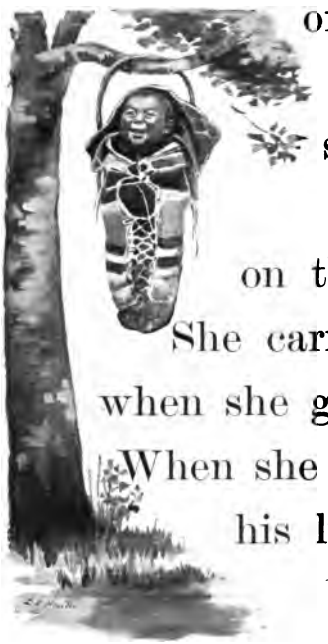
He shook Duke's tail and said, "Get up, Duke!"

The horse looked around, but did not move.

Just then father came in. He said, "Good Duke, not to step on baby!"

ROCK-A-BYE, BABY

Have you ever seen the cradle of a little Indian baby? His mother puts some skins on a board. She lays the baby on them and ties him in. She carries him on her back when she goes away from home. When she is at work she hangs his little cradle in a tree.



"Rock-a-bye, baby, in the tree-top,
When the wind blows, the cradle will rock,
When the bough breaks, the cradle will fall,
Down will come baby, cradle and all."

One day Jean was playing with her doll.

Chip jumped into her lap.

"Chip, chip, chip!" said the squirrel.

He had come from his nest on top of the bookcase.

It was made of wool, thread and pieces of paper.

One day mother hunted for her spool of thread.

Where do you think she found it? In Chip's nest.

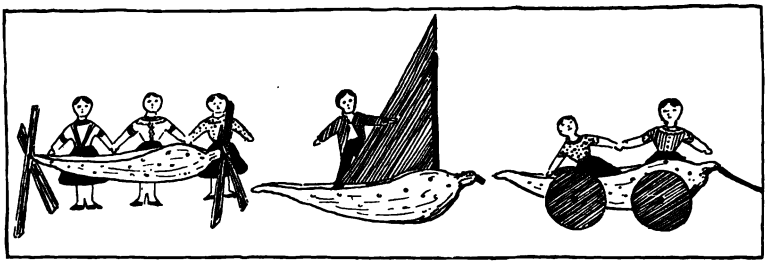
HANNAH

Hannah is a rag doll.
Mother gave her to Jean
when she was a baby.
Jean has three pretty dolls,
but she loves Hannah best.
Hannah had a party on her birthday.
Mother made the cake.
She put five candles on it, for Hannah
was five years old.
Jean blew out the candles.
Then she cut the cake for Hannah.

RAY'S STORE

Ray put a board across two chairs.
He said it was his store.
"Shall I make you a boat to put in your store?" asked Ruth.

"Yes," Ray said, "and I want
a wagon, too."
"I 'll make you one," said Ruth.
And so she did, out of a milkweed pod.
She put paper wheels on it.
They cut some paper dolls and put
them in the store.
Then Ruth said, "I 'll put on
a long dress and play I am mother."
When "mother" came in, she bought
all the things in the store.



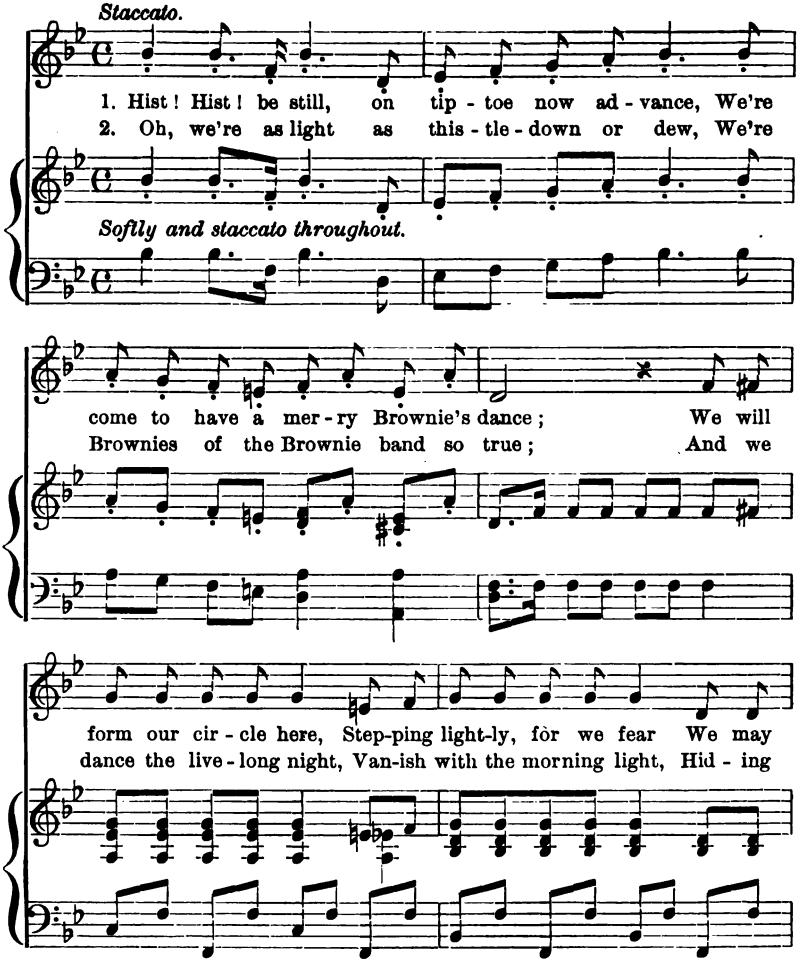
JIM'S CHAIR

Jim was a large cat.
Every one in the house loved him.
One evening father was sitting
in his chair.

Jim went to him and said, "Me-ow."
Father did not look at him, so he jumped up into May's lap.
He did not like that, so he jumped up into father's chair.
He tried to get behind him and said, "Me-ow."
Father laughed and said, "Well, Jim, I'll give you the chair."
After that it was called "Jim's chair."

"I like little pussy,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm;
So I'll not pull her tail,
Nor drive her away,
But pussy and I
Very gently will play."

THE BROWNIES



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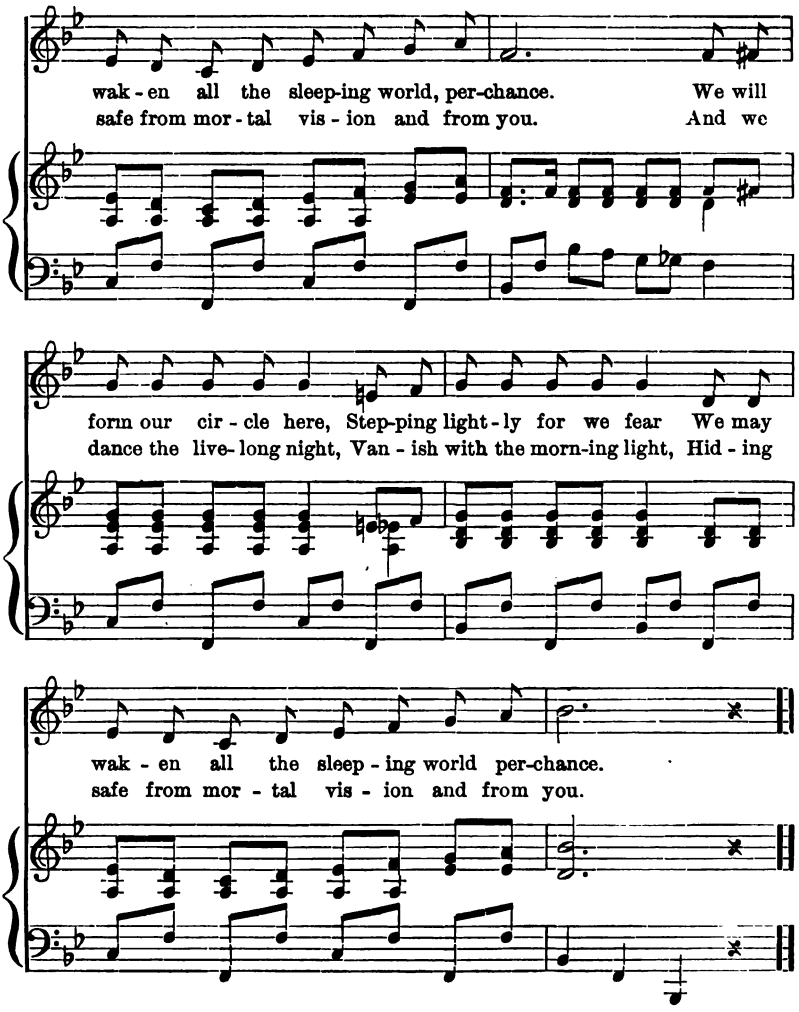
THE BROWNIES (Continued)



BROWNIE GAME

The children played they were brownies.

One row tiptoed to the front of the room.

They formed a circle and skipped around.

Two other rows of children tiptoed from their seats.

They formed a circle outside the first circle and skipped around.

One circle then skipped to the right, the other to the left.

The brownies outside dropped hands.

The brownies inside skipped to their seats.

The other brownies followed.

They all sang the brownie song.

HALLOWE'EN

Little lame Jimmie was sitting by the fire.

It was Hallowe'en, and Jimmie wished he could play with the boys.

Just then three funny little men came into the room.

They were dressed in brown and had red caps.

They carried a basket of goodies.

"Who are you?" asked Jimmie.

"We 're brownies," said one of them.

Jimmie laughed, for he knew it was Harry.

The brownies took off their caps.

There were Harry, Fred and Robert.

What fun they had roasting chestnuts and eating the goodies!

THE NUTTING PARTY

"All ready, boys!" said Farmer Blake as he drove up to the door.

The children climbed into the wagon. Then away they went to gather nuts in Farmer Blake's woods.

"Oh! oh! See the nuts!" they cried as they picked them off the ground.

Mr. Squirrel came out to look at

them. Then he ran home to tell Mrs. Squirrel that he was afraid the boys would carry off all the nuts.

"Come, boys!" said Farmer Blake when the baskets were filled. "Now for something to eat." Soon all of Mrs. Blake's cookies and apples were gone.

As they drove home, they told Farmer Blake of the good times they would have next winter roasting their chestnuts before the fire.

THE BONFIRE

"Robert," said father, "if you and Harry will rake up the leaves, we will have a bonfire."

"Let us ask the other boys to come over and help us," said Robert.

Soon there was a large pile. They had a good time jumping into it and tossing the leaves.

How they shouted when the sparks flew up into the air!

They put apples on the end of a stick and roasted them before the fire.

As they ate them they played they were soldiers sitting around a camp fire.

Then father told them of the time when he marched all day as a soldier and slept beside a camp fire at night.

THE FIRST THANKSGIVING DAY

A long time ago, in a boat called the Mayflower, the Pilgrims came to this country.

There were no houses, and only Indians lived in the woods.

All through the winter the Pilgrims were cold and had little to eat.

In the spring they bought corn from the Indians and planted it.

When autumn came, they were so thankful for the corn that they had a feast. They asked the Indians to come to it.

It was the first Thanksgiving Day.

"Blow, wind, blow, and go, mill, go,
That the miller may grind his corn,
That the baker may take it and into rolls make it,
And bring us some hot in the morn."

JACK FROST'S FLOWERS

Jean was playing beside the fire one day when auntie came into the room.

"Come, dear," she said, "let us go out for a walk and get some flowers."

"Why, auntie," cried Jean, "it 's snowing!"

"Yes," said auntie, laughing, "but come out with me and see."

So Jean put on her little red coat

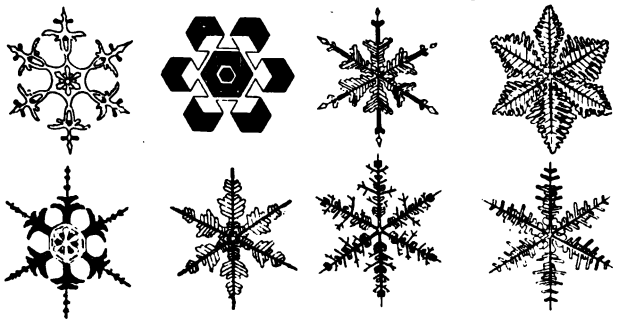
and hat and ran down the walk after auntie.

"Hold out your coat, Jean, and catch the snowflakes."

"Oh!" cried Jean; "are they the flowers that come in winter?"

"Yes, Jack Frost changes the clouds into little snow flowers."

Jean jumped up and down and tried to fill her hands with Jack Frost's flowers.



PLAYING SANTA CLAUS

"Come, boys," said mother, "we must get the basket ready."

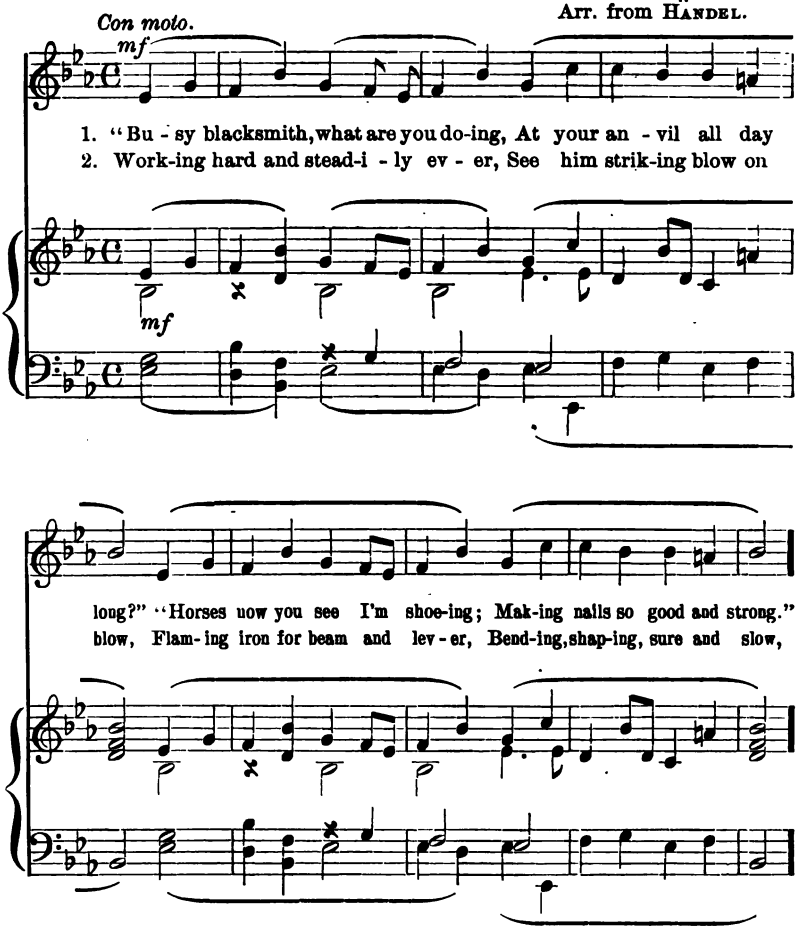
They filled a large basket with candy, nuts, books and toys for the washer-woman's children.

Mother played she was Santa Claus and gave shoes and warm clothes.

That evening, father put the basket on the washer-woman's steps. The boys knocked on the door, then ran away.

"What fun it is to play Santa Claus!" said the boys, as they walked home with father through the snow.

THE BLACKSMITH



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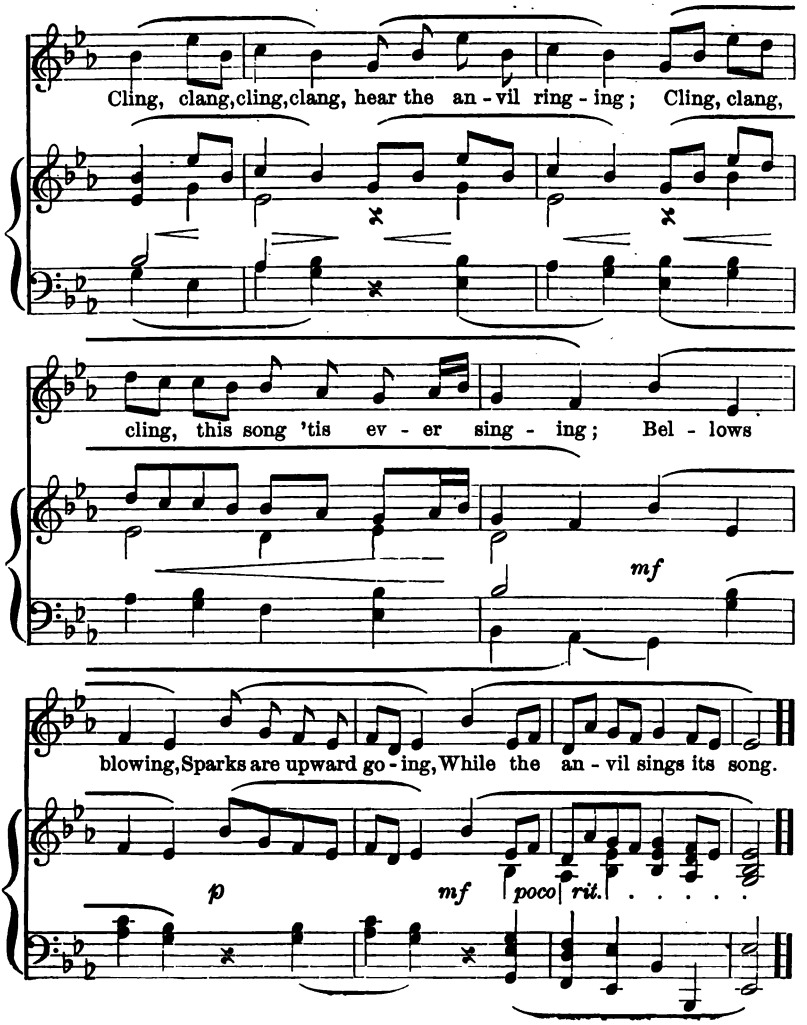
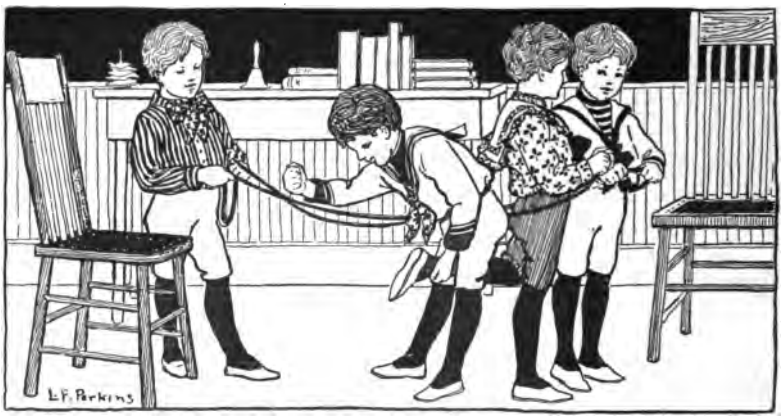
THE BLACKSMITH (Continued)





BLACKSMITH GAME

Robert was the blacksmith.

Harry and George were the horses.

Fred put the lines on them.

He drove them around the room to the shop.

The shop was in the front of the room.

The blacksmith played that he held a shoe in the fire.

He hammered it into shape.

He put a shoe on each horse.

Then Fred drove them back.

The other children sang the blacksmith song.

They kept time with horseshoes and nails.

THE BLACKSMITH SHOP

On Ruth's birthday father gave her a pony, named Nell. Mother gave her a blue riding dress and hat.

One day when Ruth was out riding, she saw one of Nell's shoes lying in the road.

They were near a blacksmith shop, so she rode over to have a new shoe put on Nell.

She watched the blacksmith as he took a shoe and held it in the fire.

How the sparks flew and the anvil rang as he hammered it!

He put the shoe into cold water, then he nailed it on Nell's foot.

Ruth liked to watch the blacksmith at work. She was sorry when he said, "Now the pony is ready."

He put her on Nell and she rode home.

GEORGE WASHINGTON

When George Washington was a little boy he lived on a farm.

He went swimming and fishing and ran races with the dogs.

He had a great many pets, but loved his pony best of all.

George was the captain of some boy soldiers. They had good times marching and drilling.

When he was older, he wanted to be a sailor. The boat was ready to sail, but when his mother asked him not to go, he stayed at home.

By and by there was a war, and George became a soldier.

From a photogravure from the Lansdowne portrait of Washington, published by A. W. Elson & Co., Boston.

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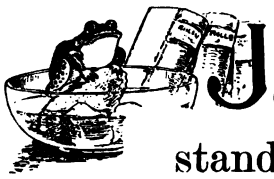
He was so brave the people made him general.

When the war was over, they asked him to be their first president.

That is why George Washington is called the Father of his Country.

SOLDIER DRILL

Form in line.
Right face.
Left face.
Mark time.
Forward march.
Halt.
About face.
Forward march.
Halt.



FROGGIE

Jean and auntie were standing beside the water.

"There are some frogs' eggs," said auntie, pointing to a brown leaf.

Jean waded into the water and put the eggs into a pail.

By and by the pail was filled with little tadpoles.

Only one lived to be a frog.

Jean put some stones in a glass bowl.

Froggie often sat on the top of the stones.

In the summer Jean took Froggie back to the water and left him there.

THE BASEBALL CLUB

The boys were forming a baseball club.

"We must have a place to meet," said Harry.

"Oh, I know!" said Robert. "Let's clean out that old well back of the barn."

For days they worked taking out the leaves.

They put boards over the top and dug a hole to go in and out.

Then they made a fireplace in one side of the well.

What fine times they had there roasting corn and apples!

But the best fun of all was, that no one knew where the baseball club held its meetings.

DICK

"Oh, mother! see what I have found."

Harry put a baby bluejay in mother's hand.

The little bird said, "Peep! peep!" but it could not get away, for its leg was broken. They named it Dick.

Mother took two sticks and tied them to the leg. Soon Dick was well.

One day Harry saw him flying around with mother's ring in his bill. He watched Dick put it under the rug.

Dick often went to the table with Harry.

One day mother gave him a piece of cake. He did not want it, so he tried to put it in father's ear.

How they all laughed!

"APPLE-SEED JOHN"

There was once an old man who used to knock at doors and ask for work.

He wanted to be paid in apples. He would put them into a basket and walk away whistling.

When the people asked him to rest, he would say, "No, I have work to do."

One day some boys saw him stop beside the road and dig holes with his cane. Into each hole he put an apple seed.

They laughed and called him "Apple-Seed John."

To-day little children play under the apple trees that stand beside the

road. They like to hear about the kind old man who planted the seeds.

THE PLAYHOUSE

"Oh, Ben, what a fine playhouse this old boat would make!"

"That's so," said Ben; "we can drive sticks into the sand and make a roof out of this piece of sail."

They made a bed for doll Rosa in one end of the boat.

Ben and Bess hunted along the seashore for shell dishes.

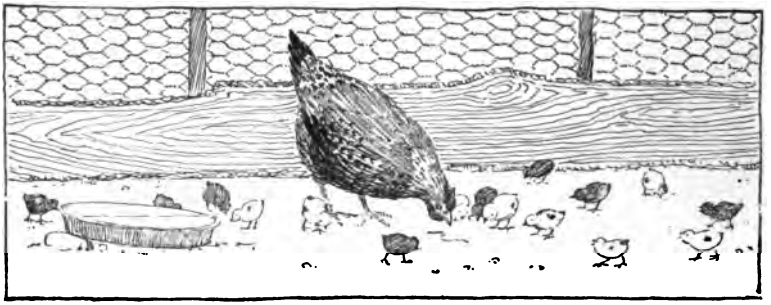
Then they made sand cookies for supper.

Next day they dug a hole and made a well near the playhouse.

All that summer Ben and Bess had good times in the old boat.

THE FARMYARD

CARO A. DUGAN. Adapted from two French Folk Songs.



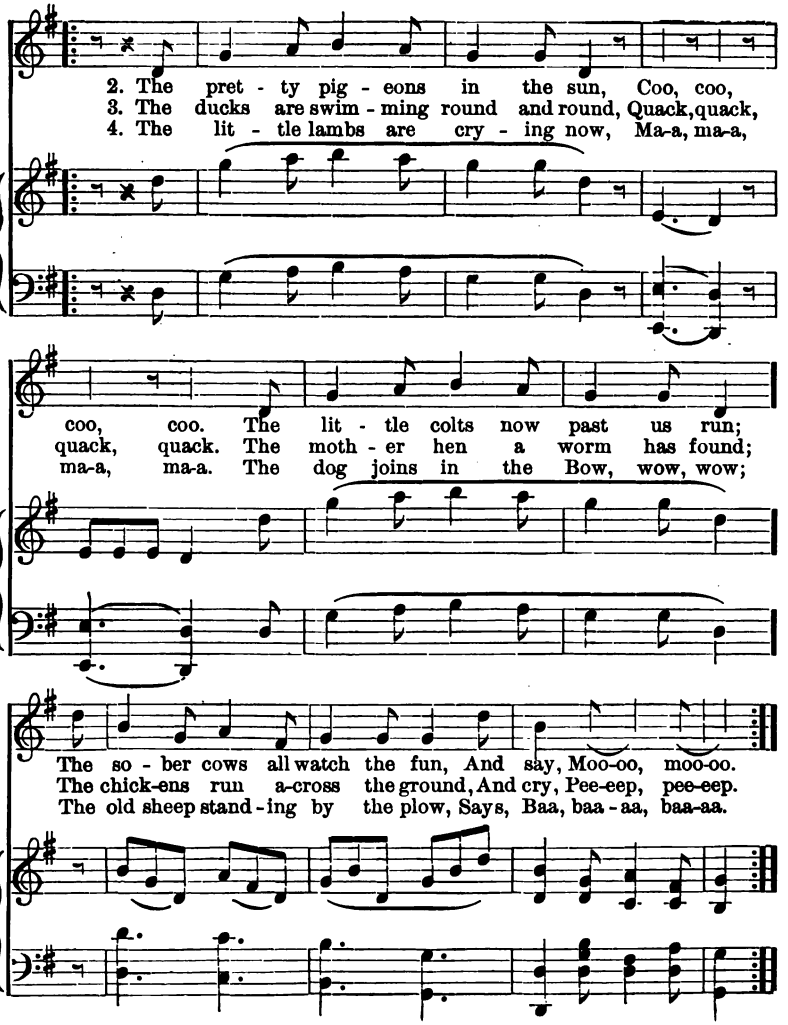
Con moto.

1. Oh, see the gate! It o - pens wide. Quick, my chil-dren, step in -
6. Now close the gate so high and wide, And leave the crea-tures all in -

side. The farm-yard birds and beasts we'll see, All good friends to you and me.
side; For we would keep them safe, you see, These good friends to you and me.

From "The Songs and Music of Froebel's Mother-play," by permission of the author, SUSAN E. BLOW, and the publishers, D. APPLETON & CO.

THE FARMYARD (Continued)



FARMYARD GAME

Ruth and Harry formed a gate.

The colts ran through the gate.

The sheep said, "Baa, baa," as they came through.

The little lambs said, "Maa, maa."

The chickens said, "Peep, peep."

All the farmyard animals followed.

SNOW-WHITE

Ruth went to see grandma, who lived in the country.

There were no little girls for her to play with, so grandpa gave her a pet lamb named Snow-White.

The lamb soon followed Ruth around the yard and into the house.

One day grandpa said, "Ruth, Snow-White is too warm with all that wool. Shall I give it to you for mittens?"

She helped grandpa cut off the snowy wool. Then grandma sat down before her spinning wheel and spun it into yarn.

As Ruth watched grandma knit the mittens, she said, "I wish Ray could have something made out of Snow-White's wool."

"I will make him some lines so that he can play horse."

When Ruth went home, she told her little brother about Snow-White, who had sent him such a pretty gift.

"Baa! baa! black sheep!
Have you any wool?"
"Yes, sir; yes, sir;
Three bags full.
One for my master,
One for my dame,
One for the little boy
That lives in the lane."

COLLIE

"Come, Collie, it 's milking time."

Collie followed Farmer Blake to the meadow where the cows were feeding on the green grass.

Farmer Blake called, "Co' boss! co' boss!"

Collie drove the cows through the gate.

Old Whiteface did not want to leave the grass.

Collie barked and barked and made her go with the other cows.

He drove them down the road to the farmyard.

Collie rested while Farmer Blake milked the cows. Then he drove them back to the meadow.

Night and morning this was Collie's work. He was proud to do it, and liked to hear Farmer Blake say, "Good Collie! good dog!"

"My Mary, she minds her dairy,
When I go hoeing and mowing each morn;
Merrily run the reel and the spinning wheel
While I am singing and hoeing my corn."

FOURTH OF JULY

Father and Uncle Will were putting up the new tent.

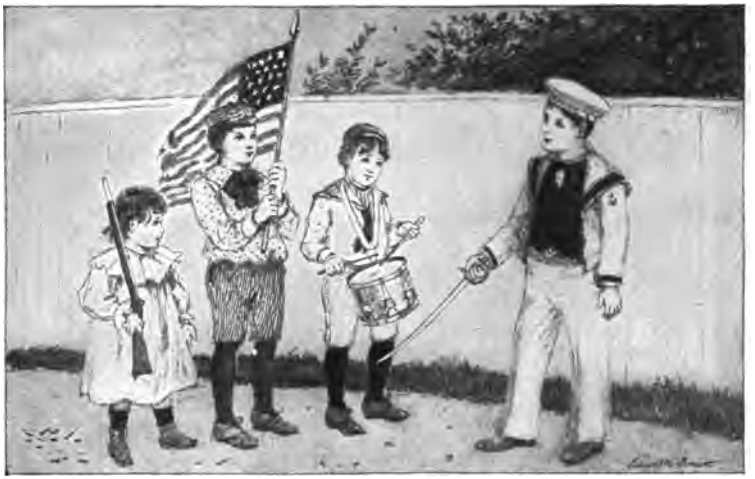
"May we sleep out here to-night?" said Fred. "We must get up early on the Fourth of July."

Father said, "Yes." So the boys made beds on the floor of the tent.

The sun was not up when the first firecracker went off under Uncle Will's window.

Bang! bang! bang! went the crackers all the morning.

In the afternoon, the boys formed in line. Robert carried the flag and Harry beat the drum.



"Mark time!" said the captain. "Forward, march!" They followed the soldiers out to the park to hear the band play.

At night there were fireworks and red and green lights.

When they were going to bed, Harry said, "There's no fun like the Fourth of July."

THE SHADOW SISTER

One day Helen saw her shadow running beside her.

She stopped to look at it, and the shadow stopped too.

She clapped her hands and danced around, and the shadow danced with her.

"Are you the little sister I have wanted?" Helen asked.

She sat down upon a stone to rest, and the little shadow sister sat down beside her.

"Let 's play tag," said Helen. "You 're 'it.'" She ran from tree to tree. Sometimes Helen was ahead, and sometimes the shadow girl.

The little sister went with Helen to see the pet lamb, the calf and the baby colt.

When mother called Helen to supper, she waved her hand to the little shadow girl and said, "I 'll be out again soon."

But when she went out, it was so dark she could not find her.

"Never mind," said mother. "Your shadow sister will come again tomorrow with the sunshine."

THE OLD WHITE HEN

The old white hen was very proud of her ten little ones.

She took them to the meadow and showed them how to pick up worms.

While she was catching a grasshopper they went down to the water.

"Chicks! chicks!" she clucked; "come back! You 'll drown!"

She ran to the water, and there they were, swimming around.

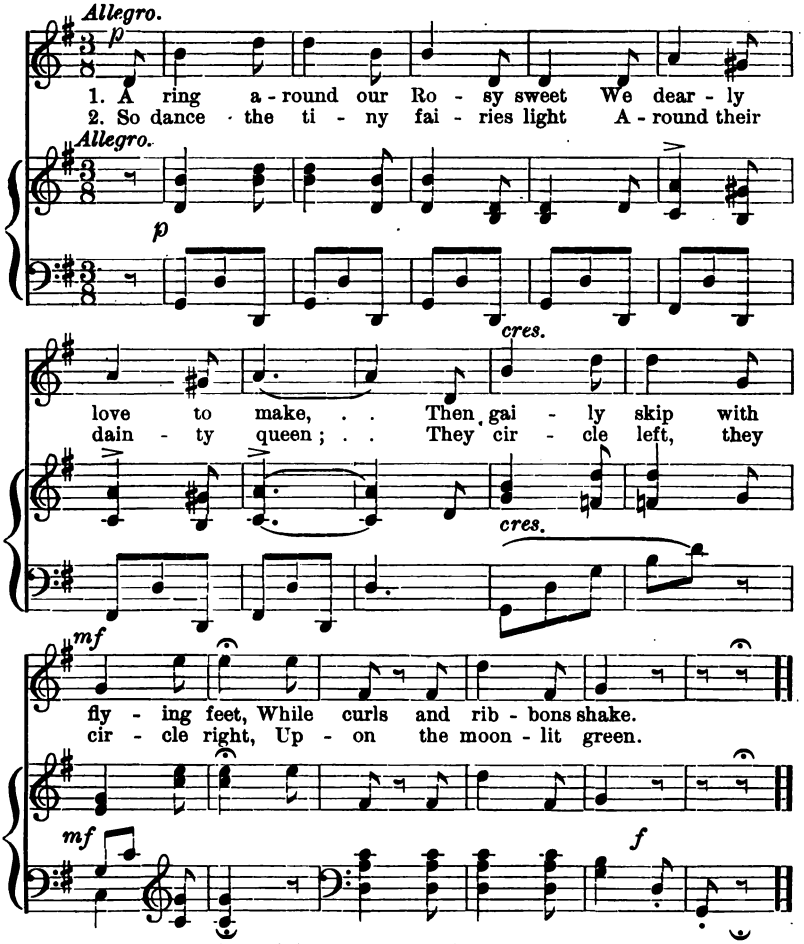
"Well!" she said; "did any one ever see such chickens as these?"

A crow that was in a tree laughed and called out, "My dear Mrs. Hen, don't sit again on ducks' eggs!"

— *Adapted.*

RING AROUND A ROSY

Translated from the German. REINECKE.



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THE FAIRY GAME

The fairies formed a ring.

The queen stood in the center.

The fairies circled to the right, then to the left.

When the queen waved her wand, they stood still.

She gave a ribbon to Fred and May.

Ruth and Robert joined hands.

They skipped across the ring and under the ribbon.

All the fairies followed.

Ruth led one line to the right, Robert led the other to the left.

They skipped back to place.

The queen gave a ribbon to Harry and Mabel.

The fairies again skipped and sang.

MABEL ON MIDSUMMER DAY[1]

Little Mabel went one day to take care of her grandmother.

Her mother could not go, for Mabel's little sister was sick.

"Listen, my Mabel," said her mother; "this is Midsummer Day, when all the fairies are out. If you meet them, speak kindly to them. There are brownies in the woods, but if you are a good child they will not harm you."

Mabel came to her grandmother's before the sun was hot.

She swept the floor and set the table. She fed the dog and bird, and then she made the bed.

[1] Adapted from Mary Howitt's poem, "Mabel on Midsummer Day."

"Go now," said her grandmother, "and get the water for the day."

The first time Mabel went she saw only a little bird upon a tree. The next time there sat the fairy queen dressed all in green and white.

"Because you have not spilled a drop of the water that the fairies like, you shall always be loved," said the fairy queen.

Then Mabel went to gather wood for the fire.

The brownies were watching her, and said: "See! she did not break off the green boughs. She picked up only the brown sticks. Let us give her a gold penny."

When Mabel went to milk the cow, she did not pick a flower nor step upon a fern.

Soon she heard a fairy saying: "Here is a good child who loves ferns and flowers. We will grant her wish and make the little sister well."

So these three fairy gifts came to Mabel one Midsummer Day.

WORD LIST

Since *The Thought Reader* is based upon the sentence as the outward expression of a thought, a word list for the early lessons in the book has been deemed unnecessary. The partial list for pages 37–111, which follows, has been inserted to assist the teacher in developing the thought of the longer stories and games.

37. peek-a-boo
where
here
show
ears
nose
big
(In Rhyme)
pat-a-cake
baker's
man
cake
just
fast
roll
mark
brown

38. feed
doves
corn
lap

39. bowl
soapsuds
bubbles
pipe
tried

40. milkweed
seeds
Dinah

41. Robert
drives
wagon
horse
two

44. sunshine
fairies
names
Violet
Orange
joined
right
followed
met
again

46. holding
piece
glass
sun
shining
through

47. Ray
ride
wheel
too
beside

48. listen
fire engine
that
large
house
firemen
climbing

49. haystack
now
what
fun
(In Rhyme)
horn
sheep
meadow
cow's
after
asleep

50. Duke
shake
would
lines
get
barn
move
step

51. rock-a-bye
have
ever
Indian
cradle
skins
home
work
(In Rhyme)
bough
breaks

52. Chip
squirrel
bookcase
wool
thread
hunted
spool

53. Hannah
Jean
rag
loves
best
party
birthday
five
years
old
candles
cut

54. across
store
shall
Ruth
yes
pod
bought
things
asked

56. Jim
every
evening
me-ow
behind
laughed

well

57. (In Rhyme)
coat
warm
harm
hurt
gently
so

60. Brownies
tiptoed
front
outside
inside
dropped

62. Jimmie
Hallowe'en
wished
could
basket
goodies
roasted
chestnuts

64. ready
Farmer Blake
door
gather
woods
Mr.
Mrs.
afraid
cookies
gone
winter

66. rake
soon
pile
shouted
sparks
apples
stick
before

68. Pilgrims
Mayflower
cold
spring
planted
thankful
Thanks-
giving
Day
feast

69. (In Rhyme)
miller
grind
bring
hot

70. auntie
flowers
snowing
hat
snowflakes
changes
clouds
Jack Frost

72. Santa Claus
candy
toys

washer-
woman
shoes
clothes
knocked
walked

76. blacksmith
hammered
shape
shop
kept
nails

78. Nell
pony
road
watched
anvil
foot
sorry

80. George
Washington
farm
swimming
fishing
great
drilling
sailor
stayed
brave
people
general
president
country

82. face

forward
halt

83. frogs
eggs
tadpoles
pail
stones
often

84. baseball club
must
meet
dug
clean
fireplace

86. Dick
bluejay
peep
broken
leg
bill
rug
table

88. once
paid
rest
holes
to-day
kind

Apple-Seed John

90. playhouse
Ben
Bess
sand
roof
bed
Rosa
seashore
shell
dishes

94. gate
colts
Baa, baa
lamb
Maa, maa
chickens
animals

95. Snow-White
grandma
grandpa
mittens
knit
dear
gift

97. (In Rhyme)
sir
bags

master
dame
lane

98. Collie
milking
barked
while
co' boss
Whiteface
proud

99. (In Rhyme)
Mary
minds
dairy
hoeing
mowing
merrily
reel
spinning wheel

100. Fourth of July
Uncle Will
tent
early
bang
crackers

band
lights

102. shadow
sister
Helen
ahead
calf
dark
never

104. hen
ten
worms
grasshopper
clucked
drown
any one
crow

106. ribbon
wand
queen

108. Midsummer Day
Mabel
sick
swept
spilled
fern
grant

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